

United States History

Indiana's Academic Standards

Social Studies



Adopted by the
Indiana State
Board of Education
2001





Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

To be competitive in today’s economy and earn enough to support a family, you will need to continue your education beyond high school. Getting in shape academically is the single most important thing you can do to prepare for a successful future.

Your future starts with Indiana’s academic standards. This booklet clearly spells out what you should know and be able to do in United States History. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

To be ready for tomorrow, get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

Education is the building block of every student’s future. To ensure all students have every opportunity to succeed, Indiana adopted world-class academic standards in English/language arts, mathematics, science, and social studies and an assessment system to measure student progress. These standards clearly outline what students should know and be able to do in each subject, at each grade level. Teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state’s new “P-16 Plan for Improving Student Achievement.” Indiana’s P-16 Plan provides a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today’s economy and earn enough to support a family, all students need to keep learning after high school – at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning does not take place only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference.

Nothing will have a bigger impact on your student’s success than your involvement in his or her education. On the next page is a list of 12 things you can do to help ensure your student has the best education possible – from preschool to post-high school opportunities. We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Governor Joseph E. Kernan

Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones,
Commissioner for Higher Education



12 things parents can do to help students succeed

1. **Promote education beyond high school.** To keep our families, communities, and economy strong, all students need to keep learning after high school: at a two- or four-year college, in an apprenticeship program, or through military training. Make sure your child knows you expect him or her to continue learning after high school and help develop a plan for the future.
2. **Build relationships with your teenager's teachers.** Find out what each teacher expects of your child and make sure teachers know you expect your child to continue learning after high school. Learn how you can help your child prepare to meet these expectations.
3. **Read.** Reading is the foundation for all learning. Encourage your child to read to you or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.
4. **Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
5. **Make math part of everyday life.** Paying bills, cooking, gardening, and even playing sports are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
6. **Ask your teenager to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
7. **Expect that homework will be done.** Keep track of homework assignments and regularly look at your teenager's completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home. And make sure to stay on top of college admissions application and financial aid deadlines.
8. **Use the community as a classroom.** Feed your teenager's curiosity about the world 365 days a year. Take your son or daughter to museums, local government buildings, state parks, and workplaces. Encourage him or her to volunteer in a field or area of interest in order to show how learning connects to the real world. These activities will reinforce what is learned in the classroom and may help your student decide what to do with his or her future.
9. **Encourage group study.** Open your home to your teenager's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits learned in high school will carry over into college and beyond.
10. **Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
11. **Start a college savings plan as soon as possible,** and contribute as much as you can each month or year. Investigate Indiana's 529 College Savings Plan and other investment vehicles. Complete the Free Application for Federal Student Aid (FAFSA) and talk with your teen about scholarship and financial aid forms available at school and on the Internet.
12. **Promote high standards for all.** To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: *You are the most important influence on your child. Indiana's academic standards give you an important tool to ensure your child gets the best education possible.*



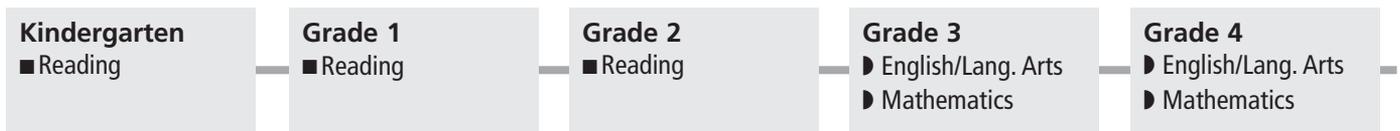
Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills. Assessments, like ISTEP+, help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

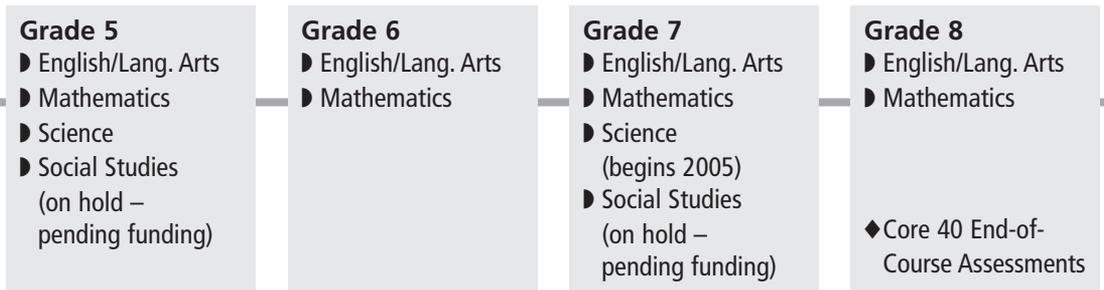
Assessments also provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public. Students in designated grades take ISTEP+ in the fall of each school year – with the assessment based on what the child should have learned during the previous year.

Indiana’s Reading Assessments are a series of informal classroom assessments available to Indiana teachers in Kindergarten through Grade 2. The assessments are optional and teachers may tailor the assessments to meet their students’ needs.

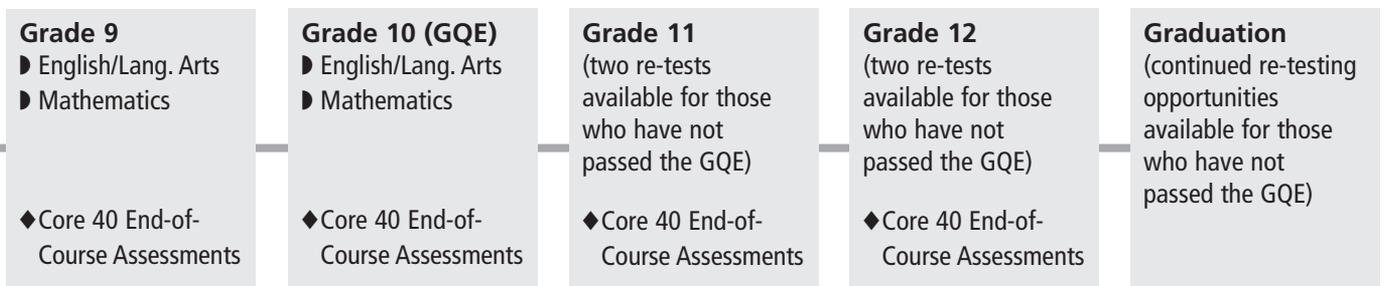
Core 40 End-of-Course Assessments are given at the end of specific high school classes and are a cumulative assessment of what students should have learned during that course. End-of-Course Assessments also provide a means to ensure the quality and rigor of high school courses across the state. Currently, Core 40 End-of-Course Assessments are in place for Algebra I and English/Language Arts 11. Additional End-of-Course Assessments will be phased in over the next few years.



What’s the Goal? By Grade 4, have students moved beyond learning to read toward “reading to learn” other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?



What’s the Goal? By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?



What’s the Goal? Can students read well enough to pass a driver’s exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether – and in which skill area – students need more attention before it’s time to graduate. By Grade 12, have students developed the academic foundation necessary to succeed in college and the workforce?

▶ Indicates mandatory ISTEP+ testing	■ Indicates voluntary Reading Assessments	◆ Indicates Core 40 End-of-Course Assessments
--------------------------------------	---	---

For more information, visit www.doe.state.in.us/standards/assessments.html or call 1-888-54-ISTEP (1-888-544-7837).



This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After review of fundamental themes in the early development of the nation, students study the key events, people, groups, and movements in the late nineteenth, twentieth, and early twenty-first centuries as they relate to life in Indiana and the United States.

At the high school level, Indiana’s academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; civics and government; geography; economics; and individuals, society, and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Early National Development: 1775 to 1877

Students will trace and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2 — Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

Standard 4 — The Modern United States in Prosperity and Depression: 1920 to 1940

Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1940.

Standard 5 — The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on the United States society and culture, and the consequences for United States involvement in world affairs.

Standard 6 — Postwar United States: 1945 to 1960

Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.



Standard 7 — The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

Standard 8 — The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.

Standard 9 — Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources, and presenting their findings with documentation.



Standard 1

Early National Development: 1775 to 1877

Students will trace and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

USH.1.1 Explain major ideas about government and key rights rooted in the colonial and founding periods, which are embedded in key documents. (Civics and Government)

Example: The Virginia Declaration of Rights (1776), Declaration of Independence (1776), Virginia Statute for Religious Freedom (1786), Northwest Ordinance (1787), U.S. Constitution (1787), Federalist Papers 1, 10, 51, and 78 (1787–1788), Bill of Rights (1791), Washington’s Farewell Address (1796), and Jefferson’s First Inaugural Address (1801).

USH.1.2 Explain major themes in the early national history of the United States.

Example: Conflicts between American Indians and European settlers, the westward movement, Manifest Destiny and national expansion, sectionalism, nationalism, controversies over the expansion of slavery, abolitionism, and social reform movements.

USH.1.3 Review and summarize key events and developments in the following periods of United States history: Founding the Republic (1775–1801), Expansion and Reform (1801–1861), Civil War and Reconstruction (1850–1877).

USH.1.4 Investigate the impact of laws on the settlement and development of Indiana.

Example: The Land Ordinance (1785), Northwest Ordinance (1787), Act Creating Indiana Territory (1800), Harrison Land Act (1800), Acts Dividing Indiana Territory (1805 and 1809), Indiana Suffrage Act (1811), and the Indiana Enabling Act (1816). (Civics and Government; Individuals, Society, and Culture)

USH.1.5 Develop and explain timelines of different periods of United States history before 1900.

USH.1.6 Analyze statistical data to explain demographical changes in the United States during the nineteenth century.

USH.1.7 Interpret historical maps to explain the territorial expansion of the United States during the nineteenth century. (Geography)

USH.1.8 Identify issues pertaining to slavery, sectionalism, and nationalism before the Civil War and analyze the interests, perspectives, and points of view of those involved in the issue. (Civics and Government; Individuals, Society, and Culture)



Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.

USH.2.1 Identify and explain the importance of key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation. (Economics; Civics and Government; Individuals, Society, and Culture)

Example: Events – Invention of the telephone (1876), invention of electric light (1879), formation of the Standard Oil Trust (1879), Dawes Act (1887), Interstate Commerce Act (1887), Sherman Anti-Trust Act (1890), the Homestead Strike (1892), the Pullman Strike (1894), invention of the wireless telegraph (1895).

People – Helen Hunt Jackson, Thomas Edison, Alexander Graham Bell, Gustavus Swift, Andrew Carnegie, John D. Rockefeller, Guglielmo Marconi, Samuel Gompers, Terrence Powderly, William Jennings Bryan, James B. Weaver, Oliver Kelley, Jacob Riis, Jane Addams, Eugene Debs.

Groups – the National Grange, Knights of Labor, American Federation of Labor (AFL), Farmers' Alliances, and the Populist Party.

USH.2.2 Describe the economic development by which the United States became a major industrial power in the world and identify the factors necessary for industrialization. (Economics)

USH.2.3 Explain the economic problems facing farmers during the late nineteenth century. (Economics)

USH.2.4 Explain how industrialization affected the environment and the emergence of a conservation movement. (Economics; Individuals, Society, and Culture)

USH.2.5 Analyze how new immigrant groups affected United States society and culture generally and Indiana particularly. (Individuals, Society, and Culture)

Example: Explain how diverse communities and institutions responded to immigration and describe the tensions that arose among and within groups.

USH.2.6 Explain various perspectives on federal government policy about American Indians and migration of settlers to western territories. (Civics and Government; Geography; Individuals, Society, and Culture)

USH.2.7 Analyze and evaluate the majority and dissenting opinions of the following landmark decisions of the United States Supreme Court: *Civil Rights Cases* (1883), *Plessy v. Ferguson* (1896), and *United States v. Wong Kim Ark* (1898). (Civics and Government; Individuals, Society, and Culture)

USH.2.8 Construct and explain a timeline of major technological inventions during the second half of the nineteenth century.

USH.2.9 Identify the main ideas from primary sources, such as nineteenth-century political cartoons, about urban government, corruption, and social reform. (Civics and Government; Individuals, Society, and Culture)

USH.2.10 Compare primary sources from different perspectives about immigrant experiences in the urban setting. (Individuals, Society, and Culture)

USH.2.11 Consider the different perspectives on industrial development and social problems expressed in primary documents. (Individuals, Society, and Culture)

Example: Preamble to the Constitution of the Knights of Labor (1878), "Wealth" by Andrew Carnegie (1889), and the Preamble to the Platform of the Populist Party (1892).



USH.2.12 Investigate historical data from a variety of sources and perspectives about historical issues involving African Americans, Asian Americans, Hispanic Americans, and American Indians. (Individuals, Society, and Culture)

Standard 3

Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.

USH.3.1 Identify and explain the importance of key events and people in the emergence of the United States as a global power.

Example: Events – The Spanish-American War (1898), Annexation of Hawaii (1898) and Samoan Islands (1899), Treaty of Paris (1898), the Open Door Policy (1899), the Philippine War (1898–1902), building the Panama Canal (1903–1914), World War I (1914–1918), United States participation in World War I (1917–1918), Versailles Treaty (1919).

People – William McKinley, John Hay, George Dewey, William Randolph Hearst, Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, John J. Pershing, and Henry Cabot Lodge.

USH.3.2 Identify and explain the importance of key events, people, and groups associated with problems of industrial capitalism, urbanization, and political corruption.

Example: Events – Pure Food and Drug Act (1906), presidential election of 1912, Federal Reserve Act (1913), Clayton Anti-Trust Act (1914), Federal Trade Commission Act (1914), 16th, 17th, 18th, and 19th Amendments of the U.S. Constitution (1913–1919).

People – Ida Tarbell, Lincoln Steffens, Eugene Debs, Carrie Chapman Catt, Upton Sinclair, Jane Addams, Booker T. Washington, W.E.B. DuBois, Robert LaFollette, William Jennings Bryan, Theodore Roosevelt, William Howard Taft, Woodrow Wilson.

Groups – Women’s Christian Temperance Union, Niagara Movement, and the National Association for the Advancement of Colored People (NAACP).

USH.3.3 Explain the impact of Progressive ideas about political reform on the expansion of democracy in local and state governments, especially Indiana, and the federal government. (Civics and Government; Individuals, Society, and Culture)

USH.3.4 Explain the impact of the following ideas on society and culture in the United States and Indiana and describe the controversies that surrounded them: Progressivism, muckraking, women’s suffrage, organized labor, temperance, prohibition, socialism, square deal, and new nationalism. (Individuals, Society, and Culture)

USH.3.5 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Lochner v. New York* (1905), *Muller v. Oregon* (1908), *Schenck v. United States* (1919), and *Abrams v. United States* (1919). (Civics and Government; Individuals, Society, and Culture)

USH.3.6 Analyze “The Roosevelt Corollary to the Monroe Doctrine” (1904). Explain how it modified the Monroe Doctrine (1823) and justified a new direction in United States foreign policy. (Civics and Government)



- USH.3.7 Analyze President Woodrow Wilson’s “Fourteen Points” Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I. (Civics and Government; Geography)
- USH.3.8 Evaluate the positions of President Woodrow Wilson and his opponents, such as Senator Henry Cabot Lodge, in the debate over ratification of the Versailles Treaty and United States participation in the League of Nations. (Civics and Government)
- USH.3.9 Create and explain a timeline of key events by which the United States became a world power.
- USH.3.10 Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired. (Civics and Government; Geography)

Standard 4

The Modern United States in Prosperity and Depression: 1920 to 1940

Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1940.

- USH.4.1 Identify and explain the importance of key events, people, and groups in the period of prosperity before the Great Depression.
 - Example:** Events – Palmer Raids (1920), Teapot Dome Affair (1923), National Origins Act (1924), presidential elections (1920 and 1928), Hawley-Smoot Tariff (1930).
 - People – Herbert Hoover, Al Smith, Langston Hughes, Countee Cullen, Claude McKay.
 - Groups – the Ku Klux Klan, creators of the Harlem Renaissance.
- USH.4.2 Identify and explain the importance of key events, people, and groups in the period of the Great Depression.
 - Example:** Events – The Great Crash (1929), Bonus Army March (1932), presidential elections (1932, 1936, 1940), New Deal policies and programs (1933–1938), Court Packing Controversy (1937).
 - People – Franklin D. Roosevelt, Eleanor Roosevelt, John L. Lewis, Huey Long, Mary McLeod Bethune.
 - Group – the Congress of Industrial Workers (CIO).
- USH.4.3 Compare and contrast the views of the Republican and Democratic parties during the 1920s and 1930s and analyze continuity and change of views within each party from the 1920s through the 1930s. (Civics and Government)
- USH.4.4 Analyze the causes of economic prosperity in the 1920s and economic depression in the 1930s and describe the conflicts between business and labor. (Economics; Individuals, Society, and Culture)
- USH.4.5 Investigate the ways life was changing on the farm and in the city in the United States generally and in Indiana during the 1920s due to technological development, with particular emphasis on the impact of the automobile industry. (Economics; Individuals, Society, and Culture)



- USH.4.6 Explain the differing and changing perspectives about the role of the government in American society during the 1920s and 1930s by explaining the views of Presidents Harding, Coolidge, Hoover, and Roosevelt. (Civics and Government)
- Example: Hoover’s ideas about “the associative state” and his campaign speech, “Rugged Individualism;” Franklin D. Roosevelt’s First Inaugural Address (1933) and his New Deal policies.
- USH.4.7 Explain and evaluate the role of values, morals, and ethics in a changing society by examining issues associated with the Red Scare, Prohibition, Scopes Trial, the changing role of women, the Ku Klux Klan (especially in Indiana), and restrictions on immigration. (Individuals, Society, and Culture)
- USH.4.8 Evaluate the constitutional significance of the following landmark decisions of the United States Supreme Court: *Gitlow v. New York* (1925), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Schechter v. United States* (1935), *West Coast Hotel v. Parrish* (1937). (Civics and Government)
- USH.4.9 Construct a timeline to show the origin and development of key ideas and events in the 1920s and 1930s.
- Example: The New Deal policies in response to the Great Depression of the 1930s.

Standard 5

The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on the United States society and culture, and the consequences for United States involvement in world affairs.

- USH.5.1 Analyze the causes of World War II in Europe and in the Pacific region and explain the involvement of the United States in World War II.
- USH.5.2 Identify and explain the importance of key events and people involved with the causes, course, and consequences of World War II.
- Example: Events – Pearl Harbor (1941), Battle of Midway (1942), D-Day Invasion of Normandy (1944), The Holocaust, Yalta Conference (1945), Potsdam Conference (1945), atomic bombs used against Japan (1945), founding of the United Nations (1945).
People – Douglas MacArthur, Dwight Eisenhower, George Marshall, Omar Bradley, and George Patton.
- USH.5.3 Explain how the United States mobilized its economic and military resources to achieve victory in World War II. (Economics; Civics and Government)
- USH.5.4 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *West Virginia State Board of Education v. Barnette* (1943), *Hirabayashi v. United States* (1943), *Korematsu v. United States* (1944). (Civics and Government; Individuals, Society, and Culture)
- USH.5.5 Analyze the economic and social changes in American life brought about by the United States’ involvement in World War II, including the roles and status of women and African Americans. (Economics, Individuals, Society, and Culture)
- USH.5.6 Analyze President Roosevelt’s State of the Union Message to Congress (1941), which is called “The Four Freedoms” message, to contrast civic and political values of the United States with those of Nazi Germany. (Civics and Government)



- USH.5.7 Create timelines of key events from the beginning to the end of World War II in Europe and in the Pacific region.
- USH.5.8 Investigate Hitler’s “final solution” policy and the Allies’ responses to the Holocaust.
- USH.5.9 Use a variety of information sources, including primary documents and oral histories, to identify and analyze perspectives on issues related to World War II. (Individuals, Society, and Culture)

Standard 6

Postwar United States: 1945 to 1960

Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

- USH.6.1 Identify and explain the importance of key events, people, and groups related to the causes, conditions, and consequences of the Cold War.

Example: Events – Announcement of the Marshall Plan (1947), enunciation of the Truman Doctrine (1947), Berlin Airlift (1948–1949), formation of North American Treaty Alliance (NATO, 1949), Point Four Program (1949), Korean War (1951–1953), formation of Southeast Asia Treaty Organization (SEATO, 1954), U-2 crisis (1960).
People – Harry Truman, George Kennan, Joseph McCarthy, Douglas MacArthur, Dwight Eisenhower, John Foster Dulles.
Groups – House Un-American Activities Committee (HUAC), Communist Party of the United States.

- USH.6.2 Identify and explain the importance of key events, people, and groups connected to domestic problems and policies during the presidential administrations of Truman and Eisenhower.

Example: Events – Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Montgomery Bus Boycott (1955–1956), Federal Highways Act (1956), Civil Rights Act (1957), Little Rock School Crisis (1957–1958).
People – Charles Hamilton Houston, the Reverend Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall.
Groups – Congress of Racial Equality (CORE), National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and the National Urban League.

- USH.6.3 Analyze President Truman’s proclamation of a new foreign policy, the Truman Doctrine, in his Address to Congress (March 12, 1947) and evaluate his decision to contain expansion of Soviet power in the world. (Civics and Government)
- USH.6.4 Analyze President Truman’s announcement (June 27, 1950) that the United States would assist South Korea to oppose an invasion by North Korea and evaluate his decision to involve United States armed forces in the Korean War. (Civics and Government; Geography; Individuals, Society, and Culture)
- USH.6.5 Analyze the causes, conditions, and consequences of the struggle for civil rights by African Americans. (Economics; Individuals, Society, and Culture)

Example: Investigate the causes, conditions, and consequences of the Montgomery Bus Boycott (1955–1956).



- USH.6.6 Analyze and interpret the main ideas in President Eisenhower's Farewell Address (1961). (Civics and Government)
- USH.6.7 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Dennis v. United States* (1951), *Yates v. United States* (1957), and *Cooper v. Aaron* (1958). (Civics and Government; Individuals, Society, and Culture)
- USH.6.8 Construct a timeline to show United States conflicts with other nations.
- Example:** The origins, course, and conclusion of the Korean War or the foreign policy responses and domestic policies of the United States to the Cold War with the Soviet Union.

Standard 7

The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.

- USH.7.1 Identify and explain the importance of key events, people, and groups associated with domestic problems and policies during the 1960s and 1970s.
- Example:** Events – March on Washington (1963), civil rights protests in Birmingham and Selma, Alabama (1963 and 1965), Civil Rights Act (1964), Voting Rights Act (1965), Immigration Reform Act (1965), Watergate Crisis (1974).
People – John F. Kennedy, Robert Kennedy, Lyndon Johnson, the Reverend Martin Luther King, Jr., Malcolm X, George Wallace, Earl Warren, Richard Nixon.
Groups – National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), National Organization for Women (NOW), Students for a Democratic Society (SDS).
- USH.7.2 Analyze and interpret the main ideas of the “I Have a Dream” speech (1963) and the Letter from Birmingham City Jail (1963) by Reverend Martin Luther King, Jr. (Individuals, Society, and Culture)
- USH.7.3 Identify and explain the importance of key events and people associated with foreign policy during the 1960s and 1970s. (Civics and Government; Individuals, Society, and Culture)
- Example:** Events – Cuban Missile Crisis (1962), Vietnam War (1965–1975), Paris Peace Accords (1973), Panama Canal Treaty (1977), Iran Hostage Crisis (1979–1980).
People – Robert McNamara, John F. Kennedy, Lyndon Johnson, William Westmoreland, Richard Nixon, Henry Kissinger, and Jimmy Carter.
- USH.7.4 Trace and explain the events that led the United States into and out of the Vietnam War.
- USH.7.5 Recognize the changing relationship, as demonstrated in the Cuban Missile Crisis, the space race, the Vietnam War, and the SALT agreements, between the United States and the Soviet Union from 1960 to 1980. (Civics and Government)
- USH.7.6 Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration. (Individuals, Society, and Culture)
- USH.7.7 Trace and explain the gains made by women and minorities during the 1960s and 1970s. (Individuals, Society, and Culture)



- USH.7.8 Analyze Richard Nixon’s decision to resign and explain the importance of this decision on constitutional grounds. (Civics and Government)
- USH.7.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Heart of Atlanta Motel v. United States* (1964), *Reynolds v. Simms* (1964), *New York Times Company v. United States* (1971), *Roe v. Wade* (1973), and *United States v. Nixon* (1974). (Civics and Government)
- USH.7.10 Construct timelines of major events and movements, such as the Civil Rights movement and the Vietnam War, in the 1960s and 1970s, and explain their causes and consequences.

Standard 8

The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.

- USH.8.1 Identify and explain the importance of key events and people associated with domestic problems and policies from 1980 to 2001.

Example: Events – Air traffic controllers strike (1981), Equal Access Act (1984), Gramm-Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President Clinton (1998–1999), presidential election of 2000.

People – Ronald Reagan, Oliver North, George Bush, Kenneth Starr, William Clinton, George W. Bush, and Al Gore.

- USH.8.2 Identify and explain the importance of key events and people associated with foreign policy from 1980.

Example: Events – Invasion of Grenada (1983), invasion of Panama (1989), end of the Cold War (1989), the Gulf War (1990), fall of the Soviet Union (1991), military peace-keeping missions to Lebanon (1983), Somalia (1992), Haiti (1994), Bosnia-Herzegovina (1995), and Kosovo (1999).

People – Ronald Reagan, George Bush, William Clinton, Colin Powell, and Norman Schwarzkopf.

- USH.8.3 Analyze and evaluate President Ronald Reagan’s decision to confront and contest the Soviet Union and its satellite countries in foreign affairs (known as the Reagan Doctrine). (Civics and Government)
- USH.8.4 Identify and explain the trends and events that led to the fall of the Soviet Union and the communist regimes of Soviet satellite nations in Europe and explain the role of the United States as a super-power in the post-Cold War world. (Civics and Government)
- USH.8.5 Analyze and evaluate President Bill Clinton’s decision to use United States armed forces against Yugoslavia to stop human rights abuses in Kosovo. (Civics and Government)
- USH.8.6 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Westside Community School District v. Mergens* (1990), *Reno v. American Civil Liberties Union* (1997), *Mitchell v. Helms* (2000), and *Bush v. Gore* (2000). (Civics and Government)
- USH.8.7 Analyze and evaluate the continuing grievances of racial and ethnic minority groups and their recurrent reference to core principles and values of constitutional democracy in the United States as justifications for their positions on issues of justice. (Civics and Government; Individuals, Society, and Culture)



- USH.8.8 Analyze and evaluate debates about the rights of women and issues about the goals of the women's movement. (Individuals, Society, and Culture)
- USH.8.9 Trace and explain demographic changes in the United States. (Individuals, Society, and Culture)
Example: Continuing population flow from cities to suburbs and from the “Rustbelt” to the “Sunbelt” and continuing diversity due to immigration from various parts of the world.
- USH.8.10 Compare and contrast daily life in America before and after the arrival of computer technology. (Individuals, Society, and Culture)

Standard 9

Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources, and presenting their findings with documentation.

- USH.9.1 Locate and analyze primary and secondary sources presenting differing perspectives on events and issues of the past.
Example: Primary and secondary sources should include a balance of electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents.
- USH.9.2 Locate and use sources found at local and state libraries, archival collections, museums, historic sites, and electronic sites.

Policy Notification Statement:

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS §12101, et. seq.).

Inquiries regarding compliance by the Indiana Department of Education with Title IX and other civil rights laws may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or by telephone to 317-232-6610, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 North Canal Street, Suite 1053, Chicago, IL 60606-7204. – Dr. Suellen Reed, State Superintendent of Public Instruction.

Questions?

If you have contacted your child's school and still need additional information, call: **1.888.544.7837**.

www.doe.state.in.us/standards

This document may be duplicated and distributed as needed.

Para una copia de este folleto en español, por favor póngase en contacto con la escuela de su hijo o visite:

www.doe.state.in.us/standards/spanish.html

